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ABSTRACT

Reports from 12 state supervisors of foreign languages were compiled. Each report describes a state's elementary- and secondary-level foreign language programs and activities as of November 1980. Topics covered include basic foreign language programs, trends in foreign language enrollment, teacher training, work with other divisions within the state department of education or other outside agencies, innovative foreign language programs or projects, and other major activities. The states represented are Alabama, Connecticut, Florida, Georgia, Montana, Oklahoma, Pennsylvania, Texas, Utah, Virginia, Washington, and West Virginia. (JB)

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NCSSFL STATE REPORTS

1980

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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NCSSFL

November, 1980 Alabama Dr. John W. Howard
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1. Accomplishments

All four of the major objectives - increased public awareness of foreign language program, increased awareness in the educational community, materials and methods presentations to teachers, and services to the ESL community--were met and appropriate supportive activities were conducted. Time and financial limitations restricted the quantitative accomplishments in all four areas. As a result of these activities, the following expected outcomes were met: 1. increased enrollments in foreign language classes (up 4%); improved teacher participation at workshops (attendance at state language meeting up 20%); improved services to ESL community (no. of requests increased from 3 to 11).

2. Extent Need Met

Objective 1--increased public awareness. Of the four stated types of activities, 3 were met--lack of sufficient time and money prevented preparation of an a-v presentation on foreign languages and careers. Seven activities were conducted in this area, including 1 radio program on foreign languages, 1 T.V. appearance, and 1 presentation at a public library.

Objective 2--increased awareness in educational community. Of the four stated types of activities, all were met. Eighteen separate activities were effected, including 4 state-wide career education workshops, 1 career presentation to an entire faculty, 2 presentations to social studies teachers at state level, 1 presentation to LEA social studies teachers, and the establishment of an ongoing column on foreign languages in the State Education Agency newspaper.

Objective 3--provide support services to foreign language teachers. Of the five types of activities, some activities in all five areas were conducted. Twenty-seven contacts were made to individual teachers and teacher groups. Handouts and presentations on pedagogical and curricular matters, teacher roles, new materials, textbook evaluation, and career education were delivered primarily through in-service meetings.

Objective 4--increased services to ESL community. Two of the three types of activities were met. Difficulty in establishing a mutually agreeable time prevented the production of an ESL Handbook. An ESL section was added to the state language teachers association, officers elected by the 25 members. Nine contacts for ESL in-service and assistance to LEA's in ESL matters were carried out.

3. Continued Need

As a result of the recommendations of the President's Commission on Foreign Language and International Studies with the impending legislation and as a result of the increasing need for ESL services in Alabama, the current needs of the foreign language community are renewed and will demand increased activity and support. Each of the four major objectives of this year's foreign language program will require renewed efforts and expanded activities.

4. Products

a. Position paper on Area Studies
b. Major recommendations of President's Commission
c. Careers in Foreign Languages (K-12) in state career education curriculum guide
d. High Context--Low Context Cultures
e. Vocational Training and Foreign Languages
f. Career Education Materials for Foreign Language Teachers
g. Developing Listening Skills
h. Spanish Tips for Middle School Social Studies Teachers

NCSSFL STATE REPORT November 24, 1980 Connecticut Kenneth A. Lester
State Preparer

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Basic Foreign Language Programs

Foreign Languages are now a necessary part of "a suitable program of educational experiences" as defined in the Connecticut General Statutes. There are eleven required areas, as follows: The Arts; Career Education; Consumer Education; Health and Safety; Language Arts, including reading, writing, grammar, speaking and spelling; Mathematics; Physical Education; Science; Social Studies, including but not limited to, citizenship, economics, geography, government and history; and, in addition, on at least the secondary level, one or more foreign languages and vocational education.

This makes foreign language instruction part of a basic program but also labels it as mainly a secondary level subject.

Trends in Foreign Language Enrollments

Total public secondary school student enrollment in foreign language courses is rising. Connecticut led the nation in this area in the 1976-77 school year with 38.2% of the secondary school students enrolled in at least one foreign language. The 1978-79 comparisons have not appeared yet, but our own computation shows the figure for the year to be 42%. Publicity related to the report of the President's Commission is happening, and I believe it is being heard. Therefore, I look to another increase in the percentage during this school year.

Among individual languages, Spanish leads in popularity, followed fairly closely by French. There is then a large drop off to the third language in popularity, Italian. The fourth and fifth languages are Latin and German, respectively.

Teacher Training

The efforts of the Department in the areas of staff development seem to be mainly focused on inservice education. Under our new Comprehensive Plan, there will be a more coordinated program for staff development. However, this activity is newly founded and the implications for foreign language teacher improvement are not yet clear.

Work with Other Sections

My activities as project manager for the development of the State Board of Education's Comprehensive Plan for Elementary and Secondary Education occupied most of my time until last spring. A copy of the plan is available as a hand-out with this report. The wording of the Statewide Goals for Education expressed in the plan is such that foreign language study can be a vital part of Aquisition of Knowledge, Competence in Life Skills, and Understanding Society's Values.

Innovative Programs

The cooperation between social studies and foreign languages which is clearly needed to advance some of the objectives urged in the President's Commission's report has come to fruition at the state level in Connecticut. The Teacher's Convention Day program sponsored annually by the Connecticut Council of Language Teachers was expanded by the addition of the Connecticut Council for the Social Studies. The result was a program, (copy available as a handout) which listed equal numbers of workshops addressing language teachers alone, social studies alone and both groups.

The success of the convention is underscored by the fact that cooperative planning has already begun for next year.

Other Major Activities

The major activity of the foreign language consultant in 1980-81 is to develop a Guide to Curriculum Development in Foreign Languages. This is true of all of the eleven areas required by law. The new guide (Foreign Languages: Grades K-12 was published in 1968) will be a resource for local educational agencies to develop their own curriculum guides tailored to local needs, resources, interests, etc.

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Tallahassee, Florida

STATE OF FLORIDA

NCSSFL ANNUAL REPORT

The Florida Management Information Service (MIS) Annual Report has as yet not released the 79-80 school statistics for foreign language courses.

In Florida the basic foreign language programs include English as a Second Language, French, German, Greek, Hebrew, Italian, Latin, Portuguese, Russian, and Spanish.

The total enrollment in the 77-78 school year in secondary education was 121,910 students. The total classes were 5,402, and the total teachers were 2,901. The 78-79 total enrollment in the school year was 117,725. The total classes were 4,994, and the total teachers were 2,778.

In general, there was a decrease in the enrollment in Adult Education foreign language classes; however there was an increase in the study of Hebrew, Portuguese, Russian and the advanced levels of Spanish (3,4).

In the 78-79 school year there was an increase in general in the study of Greek and Hebrew; enrollment in ESL classes increased in the middle and secondary schools and decreased in. senior high school; there was an increase in beginning Italian and a decrease in the advanced levels; there was a slight decrease in beginning Spanish and an increase in Spanish 2 and 4 and 6; French, has declined in beginning levels but has remained stable in the advance classes; and German has increased in the advanced levels.

Each district in Florida is responsible for inservice training for its foreign language teachers. Examples of this inservice training are courses in Trends in Foreign Language, Foreign Language Festival Planning, Methods in Foreign Languages, Foreign Language Clubs, and Career Education in Foreign Languages.

In Dade County there are innovative foreign language classes in Spanish for the native speakers, for career awareness, and in commercial courses.

The Florida Consortium on Multilingual and Multicultural Education was created to establish a framework within which the joint efforts of educational institutions can be direct to provide an orderly and rationale approach to address needs in the areas of ESOL, foreign languages, and bilingual education. Membership includes local educational agencies (including private schools within the districts); community colleges, public and private colleges and universitits; and professional and community organizations and associations.

This year the Governor of Florida, issued two proclamations: one proclamation was based on the President's Commission on Foreign Languages and International Studies in order to improve communication among cultures through the study of foreign languages, and the other proclamation was to establish a Foreign Language Week.

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BASIC FOREIGN LANGUAGE PROGRAMS

Basic foreign language programs have remained fairly stable in Georgia; however, there have been recent additions of FLES programs and middle school programs. The metropolitan area of Atlanta, in general, has a longer sequence of study in each language offered than does the rest of the state. There are some schools in the metro area with more than 50% of the student body enrolled in language study. In addition, this year, for the first time that I recall, there were three foreign language teachers chosen in their respective school districts as teachers of the year. Each was from a very large metropolitan school district and had exceptionally strong competition. One of the three is in the running for the state teacher of the year. This indicates both recognition and support for foreign language education in these school districts.

TRENDS IN FOREIGN LANGUAGE ENROLLMENT

Although I have no statistics on a state-wide level, language study is increasing in some areas. We have had serious problems with sequence, however, because of the tendency of school districts to require additional courses (not foreign language!) for graduation. Georgia's stress on competency-based education has mandated the inclusion of "life-role skills" in all courses required for graduation. I have spent the better part of two years encouraging foreign language teachers to include these skills in their courses, as well. Students in some school districts are spending the majority of their secondary school career in "required" courses, thereby leaving them little time to study foreign languages.

TEACHER TRAINING

Georgia now has criterion-based referenced tests for prospective teachers of French, German, Latin and Spanish. These tests reflect content knowledge only. All teacher training institutions in the state have copies of the objectives which are based on language skills, grammar and culture. A prospective teacher must make a satisfactory score on this test before he/she can be paid with state funds. In addition, there are "Teacher Performance Assessment Instruments" which are designed to determine how well teachers can demonstrate selected general competencies (teaching skills) which have been declared essential to effective professional performance. The person seeking initial certification is assessed by three educators on each of three instruments: "Teaching Plans and Materials," "Classroom Procedures," and "Interpersonal Skills." The three assessors are an external data collector, a peer teacher, and a department head, supervisor or principal. All have been trained in procedures for the administration of these instruments.

WORK WITH OTHER SDE SECTIONS OR OTHER OUTSIDE AGENCIES

1. Competency-Based Education. I work as a generalist to help school systems develop their plan of action and incorporate life-role skills into their curriculum.

2. Standards. The Standards for Public Schools in Georgia were revised and updated this year. There are standards which reflect foreign language study in grades K-4, 5-8, 9-12. My responsibilities included writing the FL standards, revising all curriculum standards and developing guidelines to be used in the application of standards.

3. Facilities Division. I assist this division by helping school systems prepare a local facilities plan which includes a five-year projection for both curriculum and facilities. A major responsibility is to encourage local system personnel to develop their curriculum first, then fit the building program to the curricular needs.

INNOVATIVE PROGRAMS OF PROJECTS IN FL

1. The Georgia Foreign Language Curriculum Guide is presently being printed.

2. The script has been competed for a slide/tape show (appropriate for business and civic groups and for state and local board of education) concerning foreign language needs in Georgia.

3. The 1980 Foreign Language Fact Sheet has been distributed to foreign language educators, and others, throughout Georgia.

4. The Governor's Honors Program (GHP), a state-funded program for Georgia's gifted and talented youngsters in the tenth and eleventh grades had programs this past year in Spanish, French and German. Approximately 35 students participated in the foreign language section. We plan to have programs in all three languages in the summer of 1981 as well. Students work in groups, and independently, on language skills and projects of their own choosing. A variety of mini-courses is available.

OTHER MAJOR ACTIVITIES

General curriculum services. As the curriculum liaison for eleven Georgia school systems, I assist central office personnel in the development/implementation of curriculum, K-12. In addition, I assist with curriculum studies, needs assessments, in-service programs, course development, textbook selection, etc.

OTHER FL INVOLVEMENT

1. The Southern Conference on Language Teaching (SCOLT). I have just completed a term on the SCOLT Board of Directors and, in October, chaired the 1980 SCOLT Conference in Charleston, South Carolina. I am presently editing the proceedings of the conference.

2. The Foreign Language Association of Georgia (FLAG). I am a consultant and advisor to the FLAG Executive Board.

3. I am in the beginning stages of planning an international education conference which will be co-sponsored by the Canadian Consulate in Atlanta.

NCSSFL STATE REPORT November, 1980

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Basic Foreign Language Programs

The foreign language consultant remains a part time assignment in that other responsibilities have taken approximately 50% of my time. This is an improvement. My foreign language related activities include a selective school visitation program which is supplemented by use of the mail and telephone, maintenance of an updated reference library which is accessible to state language teachers, and the presentation of regional inservice sessions.

Both through school visits and through other office communications I am publicizing the recommendations of the President's Commission.

Trends in Foreign Language Enrollment

The 1979-80 school enrollment figures show a decline of approximately 2% from last year, down to 13%. (Actual students enrolled are up 3%, but total enrollment is up over 10%.) The popularity sequence is Spanish, French, German and Latin. Our sole Russian program was retired this year.

Teacher Training

I have presented numerous workshops on testing and have presented programs dealing with the President's Commission and the need for expanded international awareness.

One state college has gone through the program review for teacher preparation programs. The new standards, which become fully effective in 1984, will strengthen the preparation of language teachers.

Work with Other SDE or Other Outside Agencies

I have worked with the social studies consultant and with the Governor's Office to promulgate the recommendations of the President's Commission. I have also worked with ACTFL as the primary state contact in the ACTFL Alert Network.

Innovative Programs or Projects in Foreign Languages

We are continuing to promote exploratory middle school programs.

Other Major Activities

I have worked extensively with the Montana Association of Language Teachers. I serve as an ex officio member of the board of MALT and assist with conference planning, communications and program presentations.

I have also given presentations to various service clubs and to teacher groups to promote the recommendations of the President's Commission and to broaden the base of the ACTFL Alert Network.

Publications

None

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NCSSFL State Report November 1980 Oklahoma (State) Prepared by:

Basic Foreign Language Programs

Nothing unusual to report here. Our public school FL offerings remain the commonly taught ones, Spanish, French, German, Latin, with two schools offering Russian and one school offering Classical Greek. Other activities mentioned elsewhere have limited my ability to travel and work with individual FL teachers this year.

Trends in Foreign Language Enrollment

Statistics are for the 79-80 school year; an update will be available in late January 1981.

Public school FL enrollment in grades 7-12 (the only figures we keep in our Data Center) was down 4.3%; however, the total school population in those grades was down 3% so our net drop as a percentage of the population was only 1.3%. Spanish was down 2.6%; French down 1.3%; German down 10.9%; Latin up 13.8% and Russian up 2.6%

There is very little FLES in the state; however, it appears that there is an increasing interest. I've had calls from a number of school administrators who wanted to install some kind of a FLES program. Unfortunately, most of them do not have the personnel, finances or commitment needed to install a well-organized program.

Teacher Training

Last year's report under this title talked about a Task Force which was looking to revising all of teacher certification. None of that group's work has been completed. It was placed entirely on "HOLD" because our state legislature preempted the area by passing the most thorough and complex teacher education bill of its history. Major components of the bill include the following:

1) Mandatory teacher competency testing by 1982. We are in the midst of developing these tests of minimal academic competency through the services of a professional company and committees of teachers.

2) Graduating teachers must serve a one year internship under the guidance and supervision of a local professional team. The team recommends full certification at the end of one year. The year may be repeated once only. The teacher on the team is paid a stipend of state money.

3) Each school district must have an inservice committee and plan for inservicing all the needs of its teachers. The district receives state money to conduct the inservice.

4) The law states that ALL college of education personnel - including the Dean - must spend a minimum of ½ day for a semester every five years in a public school.

All of these hold implications for FL teachers. In addition, we are still attempting to have our certificate, which is now 7-12 changed to a K-12.

Work with Other SDE Sections or Other Outside Agencies

We always serve on regional accreditation teams as well as Title IV-C teams.

Innovative Programs or Projects

The offering of Greek at one of Tulsa's high schools continues to grow and our Title IV-C project in Polish language and culture continues also.

Other interesting projects are being planned in Tulsa. During the spring of 1981 weekend language camps in Spanish, French and German are being designed for Tulsa students. This will be a first for anyplace in the state. In addition, the Tulsa Public Schools are laying plans for initiating an immersion program in Spanish on a pilot basis next fall. The groundwork is presently being laid.

Other Major Activities

There are a number of things which have occured that have far-reaching implications:

1) This past spring, for the first time ever in our agency, the state assumed the responsibility of my position as well as six other subject specialists. Up until now we have always been paid from federal funds. This has the effect of 'institutionalizing' our positions.

2) A major reorganization took place within our division having the effect of thrusting several smaller, previously separate groups together under a new administrator. I am now under the Curriculum Section and some of our additional duties will include more generalist Curriculum Review Studies. Our other duties remain unchanged.

3) The legislature last spring also appropriated a very large amount to our Curriculum Section for the development of "Curriculum Resource Materials." With my share of the money and the resources it provides I am developing the following:

a) A resource handbook of teacher/student classroom activities. These are being solicited from teachers, edited by teachers, and should be ready for distribution by next spring.

b) Update a survey I conducted five years ago among our businesses which are engaged in international trade. This report should be available by next spring also.

c) Interview some of the people in (b) as well as others such as one of our Senators, the Chief of Police of Oklahoma City, the Director of Admissions of one of our largest hospitals, etc., on the needs for individuals with FL skills. This is being done on tape and slides are being taken in the various locations. The interviews will be separately published because of the many supportive statements they contain.

d) Use the slides and other material from (c) to produce a slide/tape program for use by teachers to be ready by next fall.

e) Print a brochure designed partly to be used as a hand-out in conjunction with the showing of (d) at a PTA program, etc. It's tentative title: "What Foreign Language Study Has to Offer You."

Publications

In addition to those forthcoming as stated above, we still have our 1977 Oklahoma in the World which is free in single copies from me.

NCSSFL STATE REPORT, November, 1980 Pennsylvania (State) Fannetta N. Gordon (Reporter)

Basic Foreign Language Programs

The Pennsylvania School Code still requires that each school district shall offer instruction in at least two foreign languages, one of which shall be a modern foreign language given in a minimum four-year sequence. Almost all districts comply with this requirement. A few, 10-12, have received one-year dispensations, awarded because of local conditions. Local efforts are being made to improve conditions so the dispensations can be removed. During the spring of 1980 the request to mandate foreign language study in the public school system was considered and rejected by the State Board of Education. The Board acknowledged support for the concept of foreign language study but expressed their opposition to any change in the regulations. The reason for the opposition was primarily the increased cost factor involved in mandating programs.

Trends in Foreign Language Enrollment

Total foreign language enrollment is holding at 25% of the 7-12th grade population; modern foreign language enrollment is maintaining 24% statewide. While some of the districts have as high as 50-70% foreign language enrollment, the majority of Pennsylvania's school districts are rural districts with very small student bodies, and average foreign language enrollment.

Increases in enrollment are found over that of 1977-78 in French I, II; German I, IV and V-VI; Spanish V-VI. It is too early to tell if these are the beginning of an upturn, but continued yearly monitoring should be made. Discouraging items in the analysis are decreases in all individual language totals. However, the 1979-80 decreases are about 50% of previous biennial decreases, which may indicate the decline is bottoming out.

Teacher Training

Pennsylvania has 87 colleges and universities involved in teacher-training, most of which train foreign language teachers. Teachers are certified by the program approval method. Individual college programs are approved by the State Department of Education after on-site evaluation. Graduates of the programs are eligible for certification upon recommendation of the college. During the past year the standards for teacher preparation programs were tentatively revised by the department. New emphases have been placed on testing for competency in the four language skills, comprehension of culture, utilization of methods and techniques in both elementary and secondary levels, integration of foreign language study with other curriculum areas, involvement of the global concept and developing the ability to apply language skills and knowledge of culture to a variety of career areas.

Work with Other SDE Sections or Other Outside Agencies

The Second Language Section works closely with the Bilingual Section which has been separated from foreign languages. A member of the section serves on the Reading Task Force and on the Global Education Task Force. We work constantly with the Bureau of School Improvement and the Educational Quality Goals Committees. The section is planning a three day conference with the Executive Academy office in the department. Teams from the school districts are invited to participate and should consist of an administrator, a teacher, a counselor, school board member and a parent. The Section is also planning a conference jointly with 17 chapters of the AAT's to include teachers of French, German, Spanish, Japanese, Italian and Russian. Earlier this year we held three conferences that consisted of dialogues between foreign language educators and representatives of the business world. We work regularly, also, with the Pennsylvania Council on International Education.

Innovative Programs or Projects in FL

As a result of the conferences with business persons, several colleges have begun or enlarged courses in business language. Others are encouraging double majors, particularly foreign language and business. Philadelphia has been designated as the site of one of the first international schools as recommended by the President's Commission on Foreign Language and International Studies. We are working with the committee chairperson to insure that the school includes a strong foreign language and cultural component.

Other Major Activities

A committee has been named to develop a Pennsylvania Comprehensive Plan for Foreign Languages.

Publications

1. Report of Survey on Business Use of Foreign Language.
2. Foreign Language Education Series: Status of Foreign Language Study in Pennsylvania Schools 1977-78, Part Two.
3. Foreign Languages and Career Education - A Guide To Curricular Infusion.
4. Foreign Language in Early Childhood Education - an article published in Kindergarten Confidential, an early childhood newsletter.
5. Foreign Languages for the Gifted and Talented - publication pending.
6. Happy to Meet You - Arabic culture - fifth in a series which also includes Greek, Italian, Vietnamese and Korean cultures.

1980 TEXAS STATE REPORT TO THE NATIONAL COUNCIL OF STATE SUPERVISORS OF FOREIGN LANGUAGES

Basic Program

- TECCFL 1980, the annual state conference sponsored by the Second Language Section, had as its agenda the identification of strategies for publicizing the recommendations of the President's Commission on Foreign Language and International Studies as they pertained to three key groups: local language coordinators and education service center contact persons, the language profession, and the Texas Education Agency.
- The section became more actively involved in state ESOL efforts primarily as a result of the work of Bobby LaBouve, Second Vice-President of TEXTESOL-III.
- The section compiled information about the number of language teachers certified in 1978-79 and 1979-80. (See attachment.) This is intended to be an ongoing project.
- The staff made 35 visits to provide technical assistance and held 19 workshops.
- The Second Language Section hosted a conference on the recruitment, training, and placement of Latin teachers in Texas. There is a severe shortage of Latin teachers in the state.

Trends in Second Language Enrollments

- All secondary language (Spanish, French, German, Latin, Russian, and Czech) programs lost students in 1979-80. Nevertheless, the percentage of secondary students studying second languages fell by less than one percent. (See attachment.)
- Information regarding second language enrollment in the elementary school was unreliable this year. We estimate that it has remained stable.
- In the future enrollments will be compiled only every other year by the Agency.
- A study of attrition among all levels in the secondary school was prepared for 1978-79. (See attachment.) In addition a profile of enrollment patterns for 1973-79 was prepared. (See attachment.)

Teacher Training

- Workshops for teachers done in 1979-80 reached 1000 participants. State and national developments in the second language profession have been a common topic at most workshops.

- On October 11, 1980, the State Board of Education approved the report of the Commission on Standards for the Teaching Profession, the state group studying the certification of Texas teachers. The report includes recommendations on: (1) the types and duration of teaching certificates and (2) competency testing of teachers before entry into teacher education programs and before final certification.

- The workshops, begun in 1979 and designed to introduce the second language framework to the field, were completed in February 1980. Our strategy involved targeting six key regions in the state and all seven large urban districts--San Antonio, Dallas, Fort Worth, Houston, El Paso, Austin, Corpus Christi.

Work with Other State Department of Education Sections or Other Agencies

- The responsibility for monitoring school districts for accreditation purposes has dramatically increased for all Curriculum Development staff. Each staff member will average two trips each semester.

- Federal Title IV proposals were reviewed last spring in the priority areas of reading, mathematics, and citizenship.

Innovative Programs or Projects in Second Languages

In February of 1981 the section will host a statewide conference on languages in the elementary school. Attention will be given to new developments at the state and national levels. Part of the program will showcase various Texas SLES programs.

Other Major Activities or Developments

- In June 1980 the Governor's Advisory Committee on Education presented its report to the Governor. Significant among the recommendations is the requirement that all districts make a second language available to all students in K-Grade 12.

- In October 1980 the Curriculum Study Panel authorized by the 66th Texas Legislature submitted its recommendations to the State Board of Education. The Panel recommended that the Legislature require all school districts to offer a well-balanced curriculum which includes other languages.

Publications

- Spanish K-Grade 2: A Guide for Teachers is in press. This publication will assist teachers in the development of objectives and activities for young children. In addition a rationale for beginning language study in the elementary grades is provided.

- Final editing of Second Language Education in Texas: Programs and Prospects is underway. Second Language Education will provide essential information about issues for second language educators and instructional leaders.

Addendum

- Bobby LaBouve served on the program committee for the Texas Association for Supervision and Curriculum Development. The annual conference was held in Houston on November 5-7, 1980.

- For the American Philological Association annual meeting, Bobby has arranged a session on Classics and the recommendations of the President's Commission. The session is scheduled for December 30, 1980 in New Orleans.

- Carl Johnson has been involved in organizing a statewide effort for Texas Language Week 1981. This is a project of the Texas Foreign Language Association.

- Inés García served as a committee chairperson for the American Association of Teachers of Spanish and Portuguese and directed the development of test items for the National Spanish Examination, Level II.

- Carl Johnson was a guest of the government of Québec for an international congress on audiovisual technology in education. The meeting was held in Québec City in October 1980.

- A new organization, Texas Association for Language Supervision (TALS), was formed on the recommendation of the Second Language Section: TALS is intended to provide a structure for language chairpersons and coordinators as they address issues confronting leaders at the local level.

Second Language Section

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Program Director

INES GARCIA
Spanish Consultant

CARL JOHNSON
French/German Consultant

NUMBER OF LANGUAGE TEACHERS COMPLETING APPROVED PROGRAMS IN 1978-79 AND 1979-80

	1978-79		1979-80	
	Elementary/Area of Specialization	Secondary/ Teaching Field	Elementary/Area of Specialization	Secondary/ Teaching Field
French	17	120	18	107
German	6	41	2	61
Italian	0	3	0	3
Latin	0	22	0	6
Russian	1	5	1	6
Spanish	271	369	231	343

THE TEXAS ONE-YEAR CERTIFICATE (OUT-OF-STATE)

French	1	16	4	14
German	1	5	1	7
Latin	0	3	0	1
Russian	1	1	0	0
Spanish	3	27	12	34

NUMBER OF LATIN TEACHERS COMPLETING APPROVED PROGRAMS 1972-73 THROUGH 1977-78

1972-73	40	1975-76	25
1973-74	20	1976-77	20
1974-75	30	1977-78	22

TEA/Curr. Dev./Second Languages/November 1980

Texas Education Agency
Division of Curriculum Development
Second Language Section
November 1980

TEXAS SECOND LANGUAGE ENROLLMENTS, 1975-80

Secondary

FRENCH	75-76	76-77	77-78	78-79	79-80
I (Grades 7-8)	1,977	2,398	2,753	2,814	2,124
I (Grades 9-12)	12,784	12,995	14,534	16,050	15,171
II (Grades 7-8)	560	573	458	463	412
II (Grades 9-12)	5,529	5,598	5,714	6,441	6,882
III	1,207	1,823	1,340	1,604	1,635
IV	550	458	506	479	492
V	79	85	191	104	96
VI	-	29	43	28	27
Total	22,686	23,959	25,539	27,983	26,839
GERMAN					
I (Grades 7-8)	827	553	578	484	451
I (Grades 9-12)	7,030	7,245	7,337	7,025	6,348
II (Grades 7-8)	304	154	110	64	32
II (Grades 9-12)	3,586	3,565	3,633	3,687	3,478
III	980	968	738	819	752
IV	221	199	189	188	243
V	22	26	58	42	30
VI	-	-	4	18	10
Total	12,970	12,710	12,647	12,327	11,344
LATIN					
I (Grades 7-8)	67	207	133	248	213
I (Grades 9-12)	4,959	4,125	4,478	4,634	4,646
II (Grades 7-8)	-	25	50	-	-
II (Grades 9-12)	2,178	2,387	2,088	2,366	2,020
III	466	403	342	334	263
IV	48	39	88	74	69
V	-	5	5	2	1
VI	-	5	5	-	-
Classical Civilization (Grades 9-12)	30	12	29	11	-
Total	7,748	7,208	7,218	7,669	7,212

RUSSIAN	75-76	76-77	77-78	78-79	79-80
I (Grades 7-8)	-	12	21	156	-
I (Grades 9-12). . . .	306	218	120	127	85
II (Grades 7-8)	-	7	-	268	-
II (Grades 9-12). . . .	81	108	60	51	50
III.	-	22	2	39	8
IV.	-	-	43	28	-
Total.	387	367	246	669	143
SPANISH					
I (Grades 7-8)	31,538	26,252	26,596	26,567	22,333
I (Grades 9-12). . . .	47,371	47,066	45,500	46,995	43,602
II (Grades 7-8)	5,754	4,770	4,320	4,496	3,096
II (Grades 9-12). . . .	23,080	22,388	21,876	21,876	21,119
III.	4,427	4,938	4,057	4,080	3,743
IV.	1,628	1,300	1,353	1,842	1,721
V.	556	358	410	277	215
VI.	265	161	63	69	53
Total.	114,619	107,233	104,175	106,202	95,882
SPANISH-SPEAKING					
I (Grades 7-8)	1,762	2,289	2,092	2,271	2,208
I (Grades 9-12). . . .	3,128	2,491	2,296	3,015	2,807
II (Grades 7-8)	627	332	426	494	425
II (Grades 9-12). . . .	1,282	1,374	1,079	1,847	1,798
III.	221	126	148	384	384
IV.	102	40	33	91	97
Total.	7,122	6,652	6,074	8,102	7,719
Total Spanish.	121,741	113,885	110,249	114,304	103,601
CZECH					
I (Grades 9-12). . . .	8	8	48	-	-
II (Grades 9-12). . . .	4	8	2	-	-
Total.	12	16	50	-	-
OTHER SECOND LANGUAGES					
All levels	4,368	4,257	3,044	2,299	2,016

SECOND LANGUAGE TOTALS IN SECONDARY SCHOOLS

	75-76	76-77	77-78	78-79	79-80
Spanish	121,741	113,885	110,249	114,304	103,601
French	22,686	23,959	25,539	27,983	26,839
German	12,970	12,710	12,647	12,327	11,344
Latin	7,748	7,208	7,218	7,669	7,212
Russian	387	367	246	669	143
Czech	12	16	50	-	-
Other Second Languages	4,368	4,257	3,044	2,299	2,016
Total	169,912	162,402	158,993	165,251	151,155
SL Percentages in Total Secondary School Enrollment	12.0%	12.0%	11.5%	12.0%	11.6%

SECOND LANGUAGE TOTALS IN ELEMENTARY SCHOOLS

Spanish					
K	232	555	416	1,477	(complete
1	4,308	4,250	3,853	5,633	information
2	3,645	3,982	3,674	5,706	not
3	4,407	4,632	4,059	9,047	available,
4	8,031	10,099	8,307	13,631	see 78-79)
5	9,759	10,701	10,331	13,768	
6	11,485	11,366	14,131	14,441	
Total	41,867	45,585	44,771	63,703	
Self-Contained with Spanish, K-8	4,473	5,235	4,228	10,138	(information no longer collected)
Total Spanish	46,340	50,820	48,999	73,841	
French	921	1,523	2,438	1,613	1,742
German	573	311	597	426	323
Latin	-	-	-	174	-
Russian	-	-	-	480	-
Other SLES Programs	1,021	1,504	1,122	1,606	-
Total SLES Programs	48,855	54,158	53,156	78,140	(See 78-79)

GRAND TOTALS ALL SECOND LANGUAGES

218,767	216,560	212,149	243,391	216,923

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

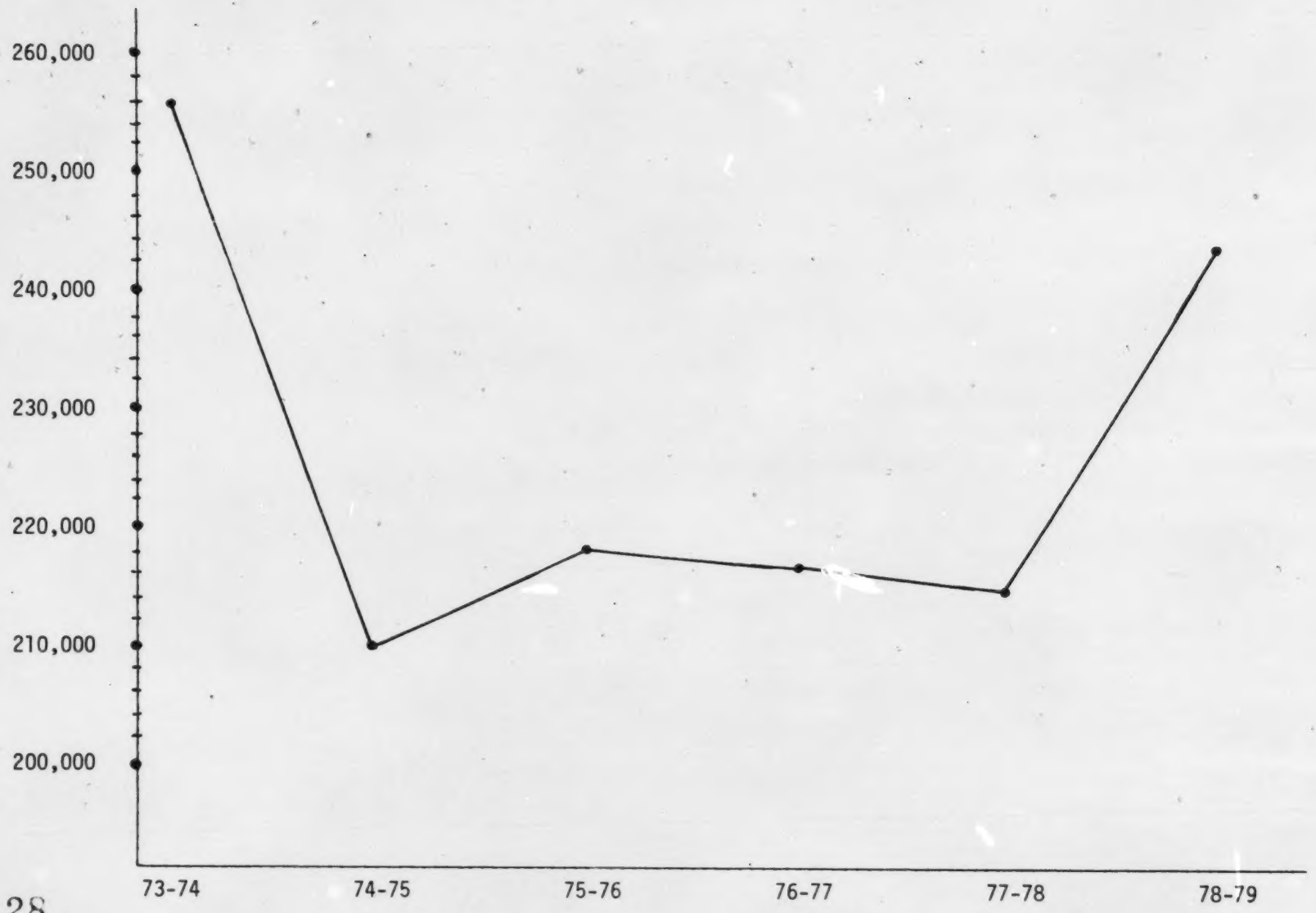
	77-78	78-79	79-80
K-5	11,705	12,404	7,154
6	484	1,591	1,559
I (Grades 7-12)	5,127	6,653	6,035
II (Grades 7-12)	362	1,892	2,065
III			695
Total	17,678	22,540	17,508

Texas Education Agency
Division of Curriculum Development
Second Language Section
November 1980

PERCENTAGE DIFFERENCES IN SECOND LANGUAGE ENROLLMENTS
BETWEEN LEVELS, TEXAS SECONDARY SCHOOLS

	Between Levels I & II	Between Levels II & III	Between Levels III & IV	Between Levels I and IV
French	58% decrease	78% decrease	64% decrease	97% decrease
German	53% decrease	81% decrease	75% decrease	98% decrease
Latin	52% decrease	86% decrease	78% decrease	99% decrease
Russian	62% decrease	99% decrease	-	91% decrease
Spanish	66% decrease	89% decrease	54% decrease	98% decrease
Overall Percentage Differences	59% decrease	84% decrease	59% decrease	97% decrease

TEXAS SECOND LANGUAGE ENROLLMENTS (ALL LEVELS AND LANGUAGES)



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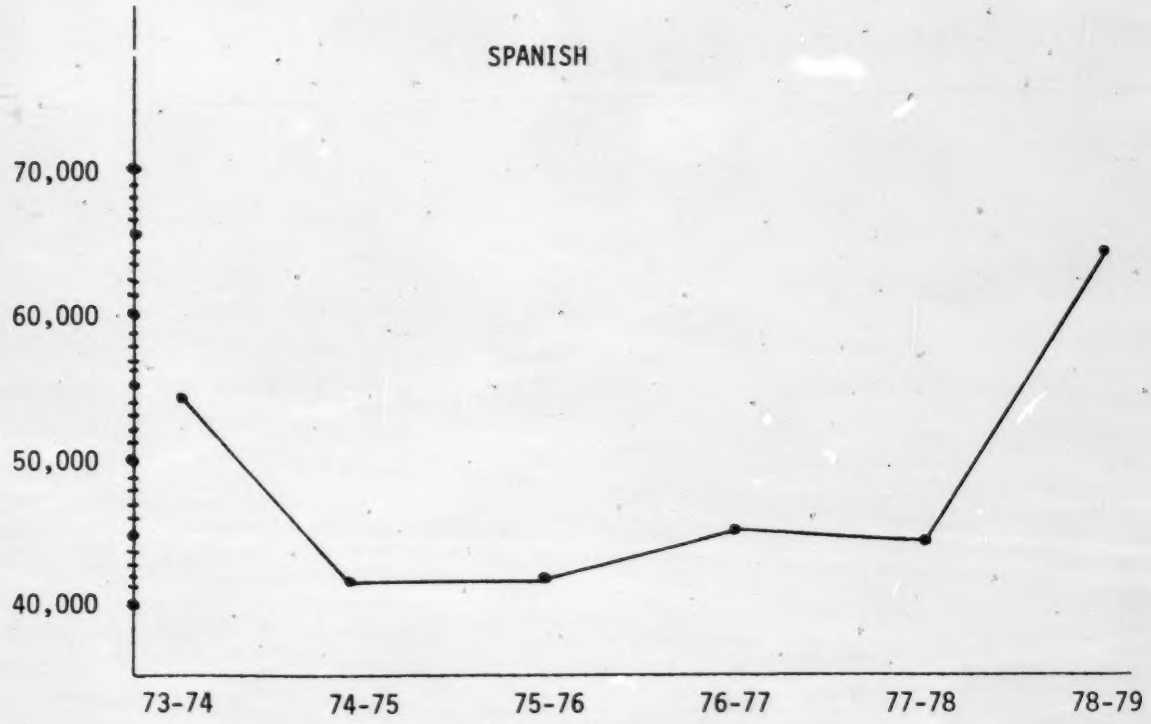
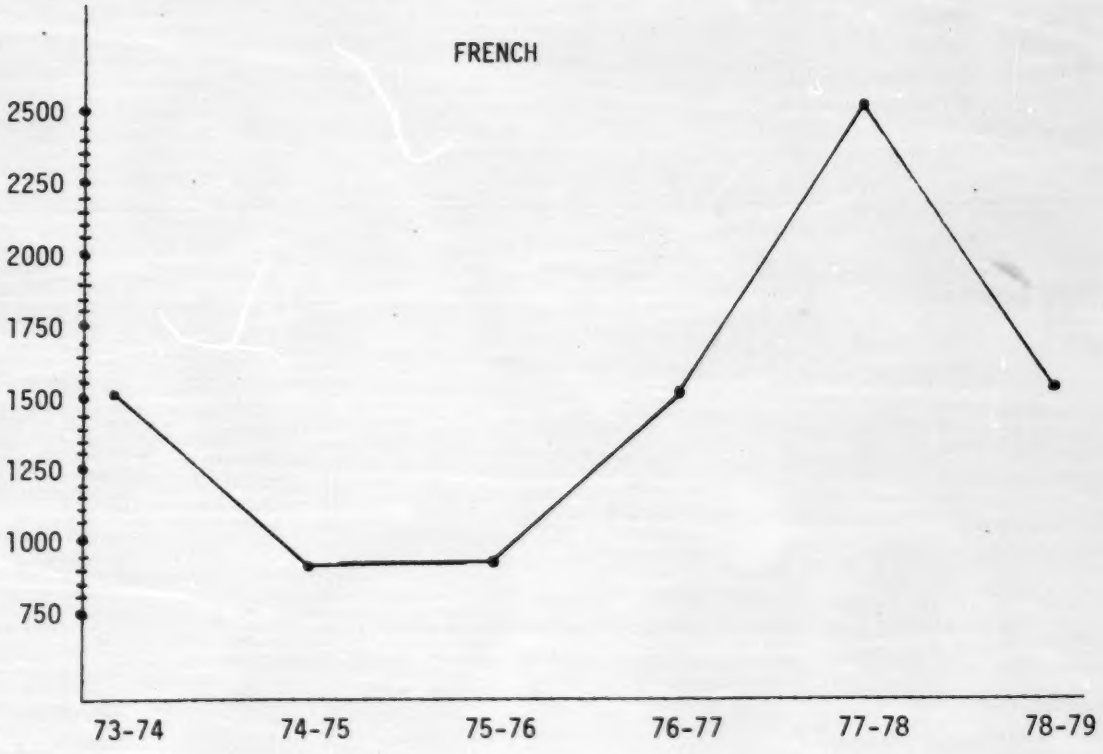
TEA/Curr. Dev./Second Languages/February 1980

TEXAS SECOND LANGUAGE ENROLLMENT GRAPHS (ELEMENTARY)





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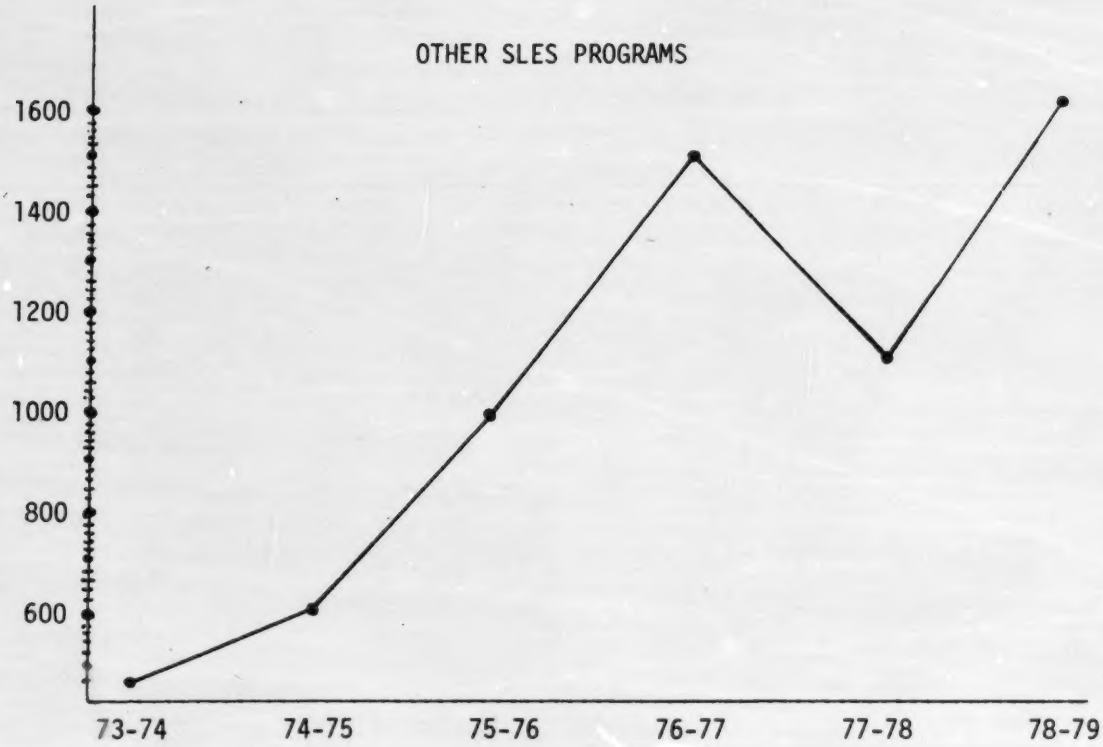

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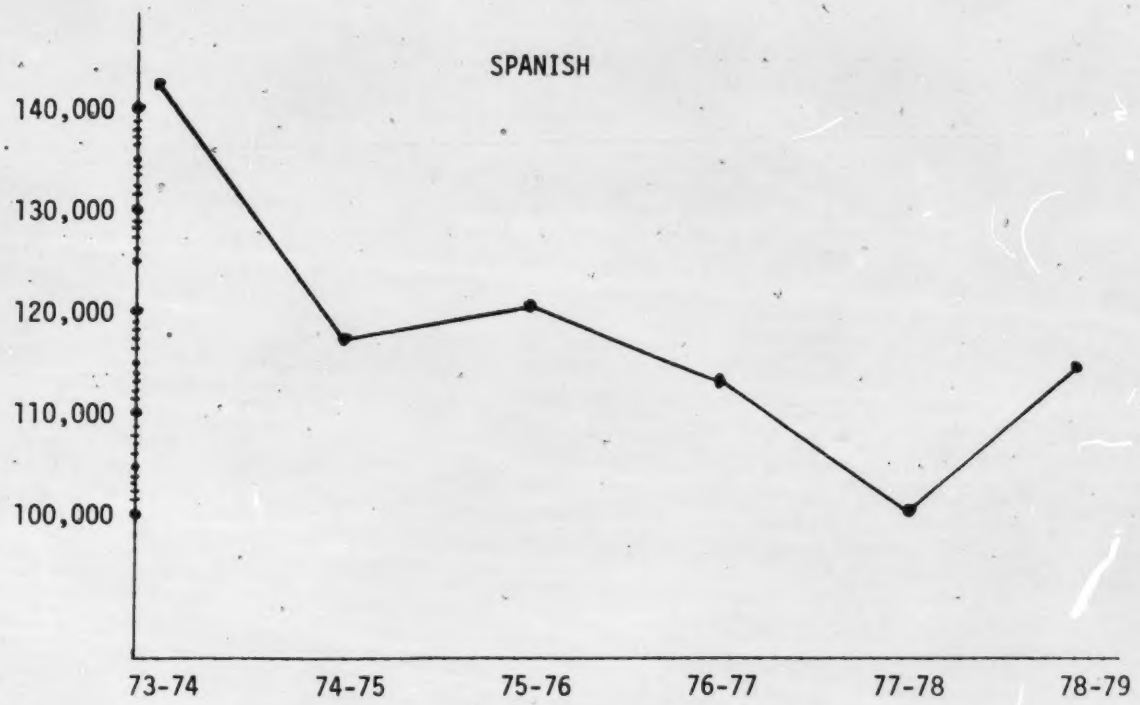

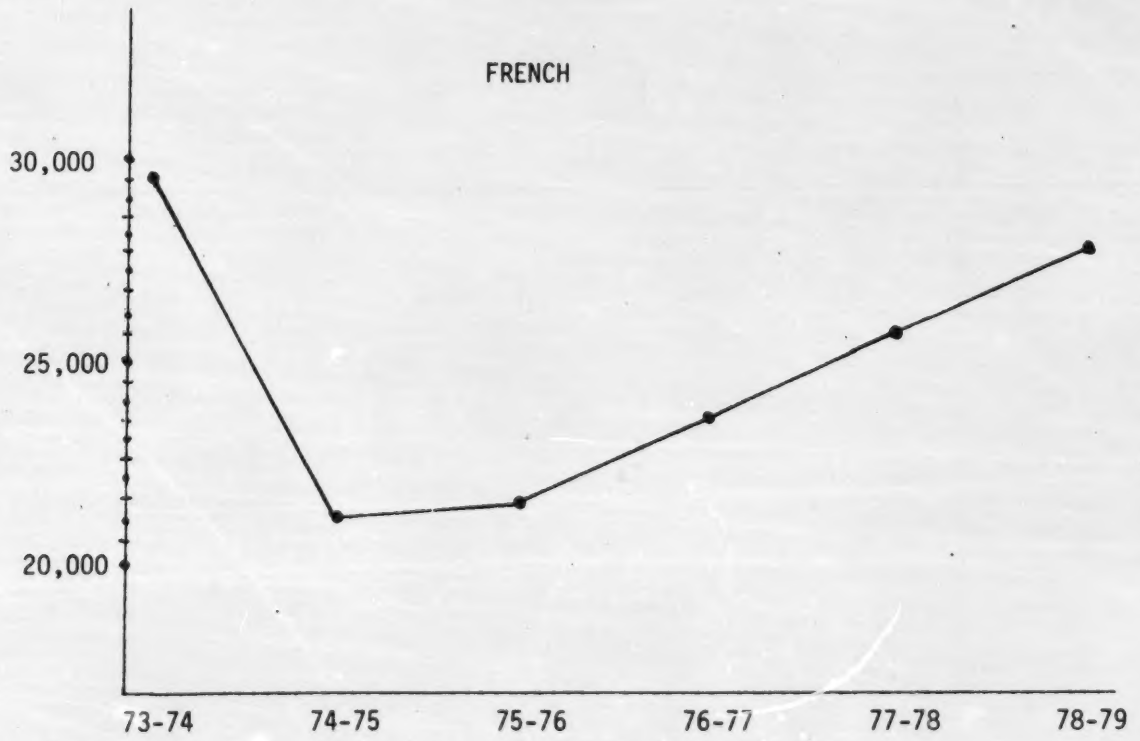

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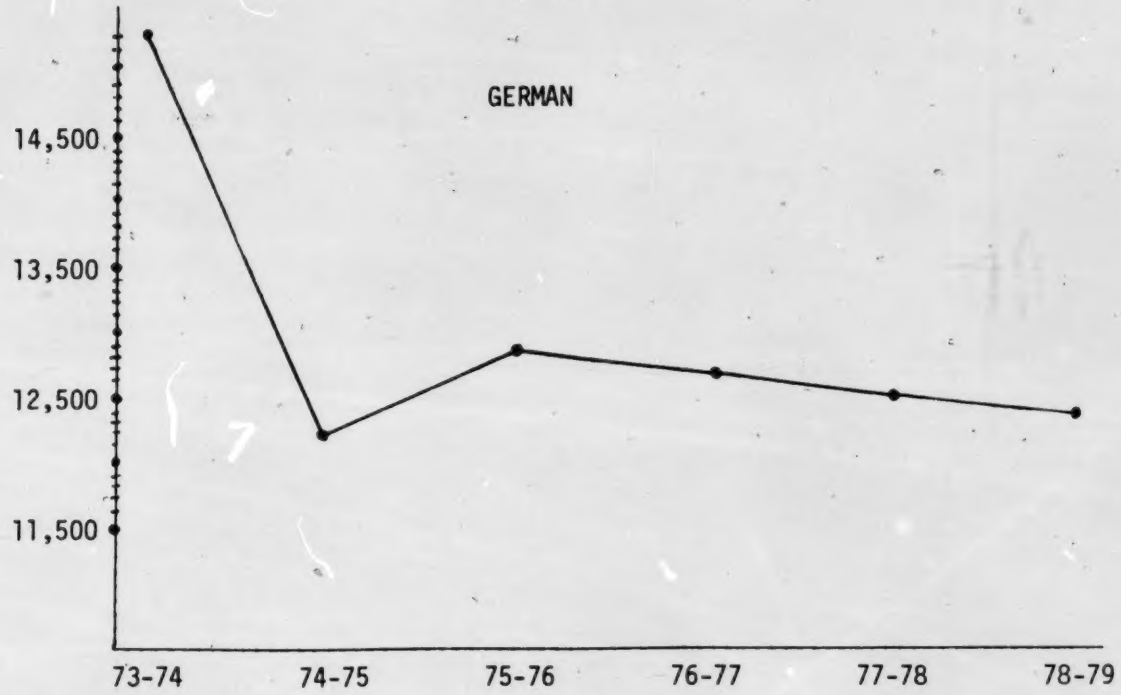

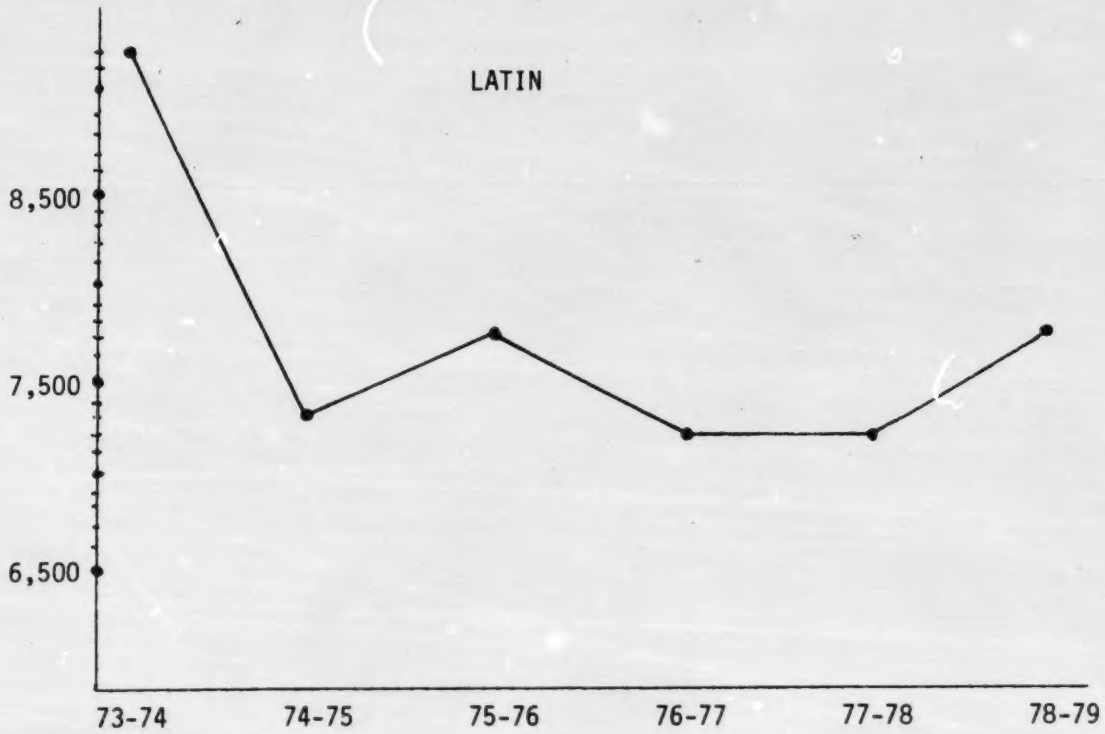

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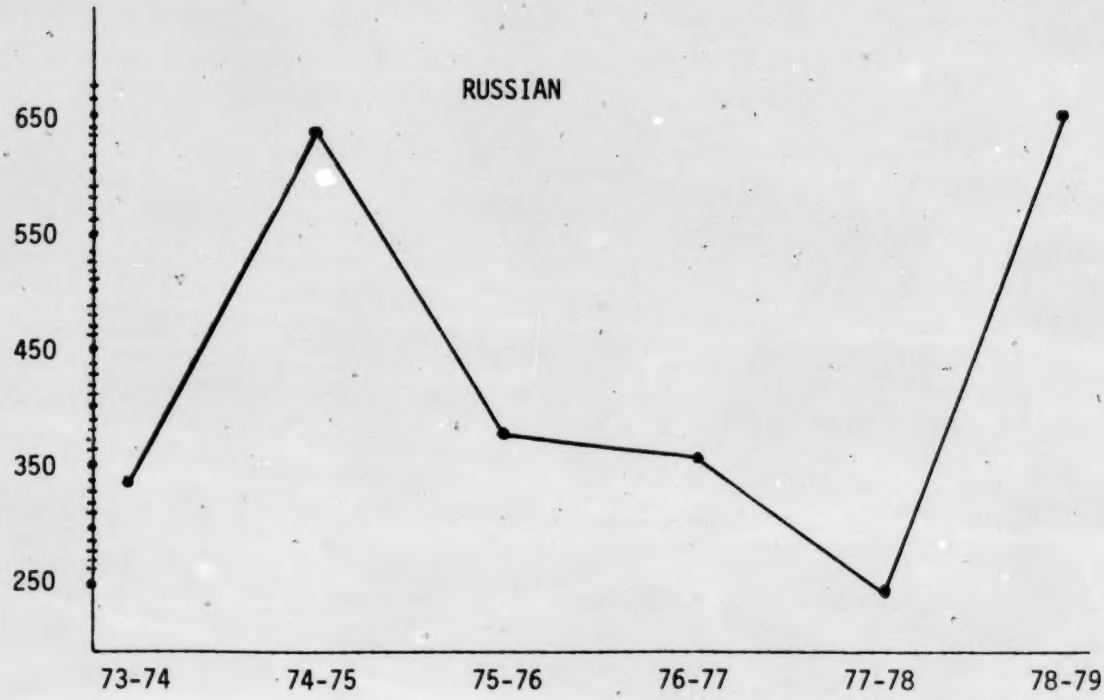

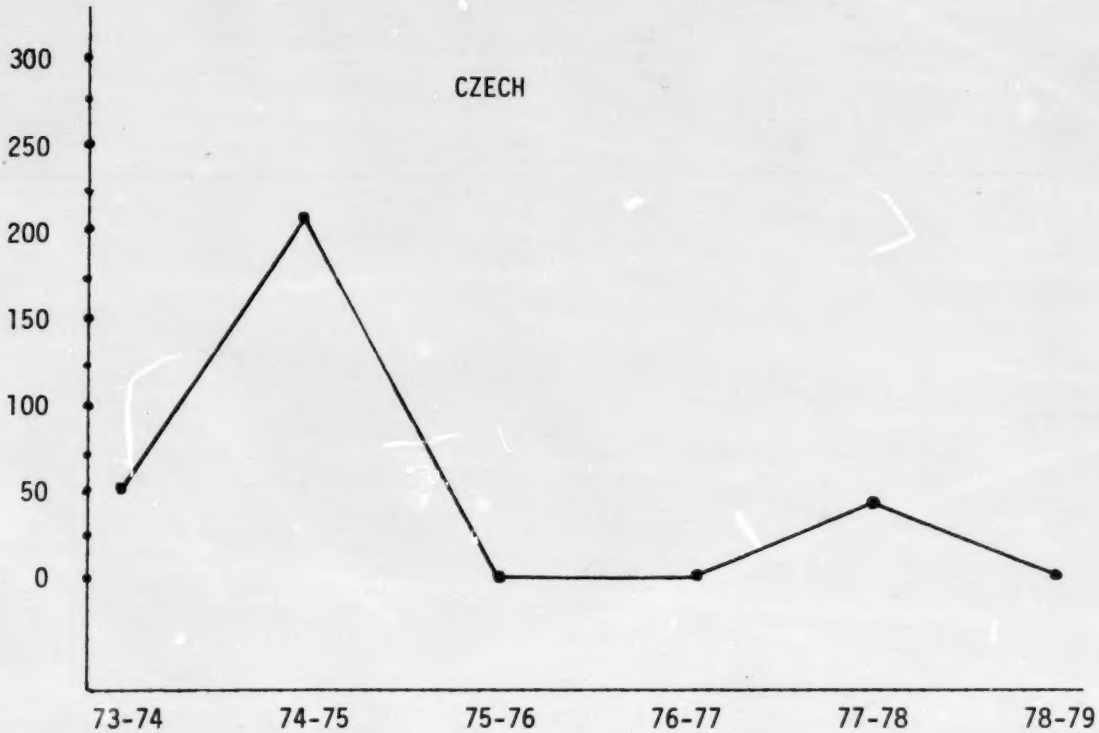

NCSSFL STATE REPORT

November 1980

UTAH

Elliot C. Howe
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250 East 500 South
Salt Lake City, UT 84111

Basic Foreign Language Programs

Spanish, French, and German are the major languages being taught. Latin, Arabic, Farsi, Russian, Chinese, and Navajo are also being taught.

Trends in Foreign Language Enrollment

1977-1980	1979-1980	1980-1981
	Enrollment F.L. 20,707	Enrollment F.L. 21,682
	Enrollment in Sec. School 140,499	Enrollment in Sec. School 138,938
Percent 14%	Percent 15%	Percent 16%

Teacher Training

Excellent preservice training programs are offered at Utah State University, Weber State University, University of Utah, Westminster College, Brigham Young University and Southern Utah State College.

Innovative Programs and Projects

Summer camps in Spanish and German offered by Weber School District.

Summer camps and study tours to Mexico offered by private companies, (teachers of Box Elder School District).

Spanish Immersion Program at Cherry Hill Elementary School, Orem, Utah, (Alpine School District, grade 1, and combined grade 2-3).

Spanish Immersion Program at Rock Canyon Elementary School - 45 minutes before school plus 30 minutes at beginning of school plus parent instruction at home for one activity per day. Parent instruction in how to use materials, one per week. Ten children whose parents are non-Spanish speakers; 10 children whose parents speak Spanish; 10 children who are Spanish speakers.

Other Major Activities

A series of workshops throughout the state to introduce the new Course of

Study for Foreign Languages in Utah with Resource Materials; French, German, and Spanish.

Publications

A Course of Study for Foreign Languages in Utah and Resource Materials.

Other

Strong Utah Foreign Language Association with supporing AAT's.

NCSSFL STATE REPORT NOVEMBER 1980 VIRGINIA D. Cox
State Preparer
Supv. of Foreign Language, ESL, & B.E.
Title
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Basic Foreign Language Programs

As foreign language supervisors, we consult with and advise local personnel--teachers, administrators, supervisors--about any and all facets concerning the foreign language program. Classroom visitation is a high priority among our responsibilities. However, it seems that we are becoming increasingly involved in administrative tasks.

Trends in FL Enrollment

Enrollment decreased slightly last year to 28% of the public secondary population. Over the last ten years, enrollments have varied from 26%-31%. Spanish (46% of the foreign language enrollment) continues to be the most popular, followed by French (33%), Latin (10%), German (7%), and Exploratory and Russian (2%).

Teacher Training

We conduct numerous workshops on a variety of topics with much emphasis currently on the development of course objectives.

We frequently work with institutions of higher education in developing course offerings of interest to present and future teachers.

Work with Other SDE Sections or Other Outside Agencies

Each of us continues to coordinate and/or serve on secondary school evaluations, a part of the state accreditation process, and one staff member per year is available to serve on a SDE Administrative Review Team whose function is to verify compliance with federal and state mandates. We cooperate with the Division of Teacher Certification concerning the interpretation of foreign credentials and assist other state agencies periodically by providing translation services in preparing brochures destined for foreign distribution.

Innovative Programs or Projects in FL

To assist in keeping Board members informed about what is actually going on in the classroom, the State Board of Education (the governing body for education in Virginia) established a "Focus on Instruction" slot for its monthly agenda. Our Service has been involved in two presentations--one each for foreign languages and English as a Second Language. Both presentations included students as a major component and were most successful, generating considerable publicity.

We have been charged with the task of identifying basic objectives for the major foreign languages for which we are responsible. Preliminary work is under way. Tentative scheduling calls for members of our staff together with a committee from the field to meet during the summer of 1981 to discuss and formalize sets of minimal objectives.

This year at our state foreign language conference, we conducted a special two-hour session for guidance counselors. It was attended by approximately 50 counselors and, based on feedback from them, was very successful. The Guidance

Service of the Department of Education cooperated with us and participated in this session.

We are pleased that foreign language programs in two Virginia localities were identified by ACTFL as being among the top fifty in the nation. They are the H. B. Woodlawn School in Arlington and the Virginia Beach City Public Schools.

Other Major Activities

One of our most important and, we feel, successful activities is our annual state foreign language conference. In the past, attendance has ranged from 350 to 600. We are particularly looking forward to our 21st annual conference (1982) which will be sponsored jointly with SCOLT. We also conduct a regional conference each year, a less sophisticated version of the state conference, and an ESL/Bilingual Education Conference.

Publications

Foreign Languages in Virginia Schools, 1977. A seven-part curriculum/resource publication.

Foreign Languages in Virginia Colleges and Universities: A Guide for Teachers, Administrators, and Counselors, 1980

Publications are available from our office: Language Service, P. O. Box 6-Q, Richmond, Virginia 23216

Other FL Involvement

Our office initiated and continues to support the Distinguished Foreign Language Teacher Award, an award given annually to an outstanding foreign language teacher in Virginia. The award is now sponsored by the Virginia Foreign Language Supervisors' Association.

NCSSFL STATE REPORT

November 1980

State of Washington

Keith Crosbie, Coordinator
Bilingual Education and
Foreign Language Programs

Superintendent of Public Instruction
Old Capitol Building
Olympia, Wash. 98504

Basic Foreign Language Programs

In the State of Washington at the present time there are very few elementary FL programs in public schools, although they are flourishing in private schools. We do have one program paid for and organized by parents, which has been successful.

Because FL's are covered by the State Basic Ed. law, all high schools offer at least some foreign language and a good proportion of middle and junior high schools.

Trends in FL Enrollment

The trend is up now in all languages including Latin but our percentages are not overwhelming by comparison with other parts of the country. In grades 7-12 we are averaging about 26% compared to total enrollment. This is a gain of some 10 percentage points over two years ago, so we are encouraged. Spanish is by far the most commonly taught language with French second and German a close third. Some coast schools also offer Chinese and Japanese, but Russian has dropped dramatically over the past 5 years.

We have a very strong ESL and bilingual program because of 5,700 refugee students plus 5,000 Hispanic students who qualify for our State Bilingual Program.

Teacher Training

The numbers of students enrolled in teacher training programs in foreign language have dropped noticeably during the last few years of teacher surpluses. The quality seems to be better now, but we may be hurt if shortages develop again as is predicted.

Work with other SDE Sections

There is some effort to coordinate foreign language and bilingual but this takes great effort and has not really been extensive so far.

Foreign language, social studies, bilingual, plus some outside groups have been working together to develop appropriate procedures for Global Education and a proper response to the Report of the President's Commission. The latter has been a very active area for us.

Innovative Programs or Projects

The state has had success with a telephone tree which allows us to contact many members quickly for organizational purposes and for such things as the ACTFL Alert Network. We also hold a 2-state conference every other year with Oregon--also highly successful. Earlier this year we held board meetings all over the state each month to elicit citizen input on the Commission Report. They seemed to be very

productive.

Other Major Activities

A detailed survey--inventory--was conducted of FL teachers this year. Dozens of items were covered and we have contracted with someone to produce a compilation and analysis of the results. We will know much more about our teachers and programs than we do now.

Publications

Nothing new this year. We still use the "old" ones such as "Food"--How people eat in France, Germany, Mexico, etc., and Foreign Exchange Guidelines, but we have not published much lately.

Other FL Involvement

Two years ago we were involved in an effort to get our Basic Ed. law revised to include FL's. This was successful and the attendant publicity--all favorable--has been of immense help. We are now known by our legislators and by the general public. The state association is strong now and doing very well by comparison with other years.

NCSSFL STATE REPORT November 1980

West Virginia (State) Robin C. Wills (Preparer)

Coordinator, Second Language Learning (Title)

West Virginia Department of Education (Address)

Capitol Complex, Building 6, B-330

Charleston, West Virginia 25305

(304) 348-7805 (Phone)

Basic Foreign Language Programs

Essential Competencies and Learner Outcomes (EC/LO's) for French I and II and Latin I and II are completed and will soon be ready for printing. Spanish I and II are next on the agenda. Implementation workshops have begun and activity sheets will be distributed as they are developed.

There are 55 counties in West Virginia. One county does not have a foreign language program; one-third of the counties have one or two teachers; the remaining two-thirds have from three to 45 teachers. One county has a foreign language supervisor and six others have language arts or general supervisors who have assumed the supervision of the foreign language programs. The other 48 depend upon my office for support and technical assistance. So far I have visited 22 counties for either inservice workshops or classroom visitation and have worked with teachers from an additional nine counties.

The foreign language program at Parkersburg High School was selected by ACTFL as one of the most successful in the nation. The six-member department sponsors annual festivals and trips abroad and is very visible inside and outside the school.

Trends in Foreign Language Enrollment

Enrollment seems to be stable in West Virginia. Although figures have not yet been requested, informal surveys show no decreases and some substantial increases. Spanish still has the largest enrollment with French close behind. Latin and German together comprise less than 10 percent of the foreign language enrollment.

Interest is growing amoung parents and administrators for programs at the elementary and/or middle school levels. Emphasis will be placed on those levels in the coming year.

Teacher Training

The state's first bilingual/bicultural teacher training program has been approved at Bethany College. The college also has the first certification program for foreign language at the middle school level.

Teacher education standards will be revised this year. Suggestions have been made to add a language requirement for all programs as well as an international studies or multicultural component.

Work with Other SDE Sections or Other Outside Agencies

Again this year I served as an evaluator (and chairperson) for several North Central visitations. College programs were also reviewed with the Division of Professional Development Systems of the West Virginia Department of Education.

In addition to department involvement, I did some work with Workmen's Compensation to help settle claims of limited-English-speaking workers. The director of the Office of Migration and Refugee Services and I worked together in placing students in schools and in providing some ESL services.

Innovative Programs or Projects in FL

We are considering the possibility of filming foreign language programs for elementary students to be aired via the public television stations in the

state. Also being considered is the broadcasting of inservice for foreign language teachers since so many areas have only one or two teachers and it is becoming impracticable to travel to these areas.

A foreign language exploratory course will be piloted in one county this spring. Inservice packages are being developed at the present time to train non-language teachers to offer this course. This was necessary because of the staffing and scheduling problems in placing certified language teachers in the middle schools of the county.

Other Major Activities

Plans are progressing for a state-of-the-art study for foreign languages in West Virginia. Projected timeline is eighteen months.

The Continuing Conference of West Virginia Foreign Language Teachers was held in April 1980, at Bethany College. James C. Bostain of the Foreign Service Institute was the featured speaker; entertainment and foreign pastries were provided by the Bethany foreign language students.

The fall meeting of the West Virginia Foreign Language Teachers Association drew representatives from 20 counties and eight colleges. The focus was on the President's Commission Report.

Publications

The West Virginia Foreign Language News has been replaced by a department-wide newspaper, State Ed. Soon to be printed are the EC/LO's for French and Latin.

Other FL Involvement

I have participated either as a judge, presenter or observer at several county-or college-sponsored events: the Junior Classical League Convention, Harrison County's Foreign Language Field Day, Parkersburg High School's FL Festival, Bethany College's FL Day, Marshall University's Teacher/Student Latin Workshop. Conference presentations include New Directions in Latin at SCOLT and ACTFL and FL Study: Who Cares? at the West Virginia Conference on Adolescent Education in October 1980.